

**SEND policy and information report**

**Trinity School**

<b>Approved by:</b>	Glenda Spencer Chair of Governors	<b>Date:</b> May 2023
<b>Last reviewed on:</b>	May 2023	
<b>Next review due by:</b>	May 2024	

# Trinity School Special Educational Needs and Disability (SEND) Policy

## Trinity School Vision:

- **Leading Excellence in SEND provision (Excellent support for families)**
- **Ensuring outstanding person-centred achievement and outcomes**
- **Including Everyone in Meaningful and Safeguarded Life**

## Trinity School Values

### We value:

- our pupils and their families. We strive to keep them safe and offer an excellent education, personal development, training and inclusion.
- our staff at all levels and give them the best training opportunities to develop and excel as professionals in the work of complex needs.
- our local partnerships, as we look to support excellent attitudes and inclusion for pupils with complex needs in the wider community.
- our work with colleagues from other fields such as medical and social care, speech and language therapy and physiotherapy. In this way, we secure the very best outcomes for our pupils.
- our specialist provision that enhances and supports our work and is integral to the life of the School. PE and Music, for example, give all our children and young adults the opportunity to participate in activities and experiences that affirm their creativity, imagination and emotional well-being.
- British values as enshrined in the importance of the law and democracy. Trinity School reflects such values in its promotion of tolerance, fairness and the right of every individual to expect kindness, respect, support and the freedom to exist within the law.

## Trinity School Curriculum Intent:

In line with our vision, our curriculum is highly personalised to support outstanding learning for our children and young people with complex needs.

Our key intentions are that, within the context of their own special needs and disabilities, our curriculum will teach our children and young people to:

- have well-developed independent living and self-care skills
- be confident *communicative* individuals who want to be actively included in life and the community beyond school
- thrive in appropriate, differentiated social settings and as part of our school community, respecting and celebrating differences
- be confident self-advocates and make reasoned and informed decisions appropriate to their needs and wishes
- have developed an ability to regulate their distress and anxiety associated with Autism, Sensory Integration issues and other neurological or mental health conditions
- have the skills to keep themselves safe and healthy
- have appropriate vocational skills, including literacy and numeracy at the highest achievable levels (as evidenced in accreditation)

As a result of following our curriculum, our children and young people will be:

- more independent
- more confident
- more settled, content and emotionally regulated
- more communicative
- more able to participate in social relationships safely
- more respectful of others
- more able to make choices and decisions for themselves
- more able to keep themselves safe
- more able to make healthy choices
- more literate and numerate wherever possible
- more skilled in vocational subjects such as catering, work-based mini-enterprise and horticulture
- more included in meaningful life through sports, music, art and design, drama, dance and cultural education and our exciting broader curriculum

## 5. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school
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### 4.2 The headteacher

The headteacher will:

- Work with the Staff and Governors to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with leaders to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN Information Report

<p>The kinds of SEND that are provided for</p>	<p>Trinity is a special school for over 300 pupils aged 3-19 with diverse and complex learning difficulties. A wide range of special educational needs is reflected in the school population and we serve pupils with: Autistic Spectrum Condition, Profound and Multiple Learning Difficulties and Severe Learning Difficulties. All pupils have language and communication difficulties. Some pupils demonstrate challenging behaviours as a result of the distress and anxiety caused by an inability to regulate their responses or communicate. 90% of the school's intake is from within the Local Authority and 10% is from neighbouring boroughs.</p>
<p>Admissions</p>	<p>Places at Trinity School are allocated by the London Borough of Barking and Dagenham Education, Health and Care Team. Priority is given to children and young people with SEND who are looked after by the Local Authority.</p>
<p>How do we identify and assess pupils with SEND</p>	<p>Admission to the school may occur at any point in a pupil's school career. All pupils have an Education, Health and Care Plan or are placed at Trinity for assessment purposes. Assessments undertaken by professionals during the Statutory Assessment process provide attainment data on entry which is significantly below that of mainstream pupils. Our Assessments are supported by the multiagency team, including Speech and Language Therapists, School nurses, Paediatricians, Physiotherapists and OTs, and teachers for the hearing and visually impaired. We have our own assessment system which although not levelled, does enable us to have a clear picture of the stages of development a pupil is working at.</p>
<p>Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?</p>	<p>The Deputy Headteacher for Standards and Organisation, or the relevant Head of School can be contacted via the School Office on 0203 435 5955</p>

What is our approach to teaching pupils with SEND? How is the broad and balanced curriculum adapted and made accessible for pupils with SEND?

The school's vision is to include everyone in meaningful life and the school endeavours to make its curriculum as meaningful and well-matched to individual children and young people as possible. Trinity ensures that every pupil is offered personalised learning from teachers who are well trained in providing specialist SEND education. The school has the expertise to analyse need and design individual programmes that secure progress and achievement for all pupils. The curriculum is integrated with a range of strategies and activities to support behaviour and emotional regulation. Speech and Language Therapists enable differentiation of communication methods to support learning. Trinity is committed to matching teaching and learning to pedagogy and has identified its learning pathways as Subject -Specific and Sensory or Structured Engagement, which allows well-matched teaching for children and young people with ASC, PMLD and SLD. These pathways allow teachers and support staff to identify the best and most successful way to address need and deliver a rich, inclusive curriculum that results in outstanding outcomes. Interventions are timely and relevant.

<p>How do we adapt the curriculum and learning environment?</p>	<p>The curriculum is adapted and differentiated according to need and pedagogy. Our Learning Pathways prescribe the way in which teachers teach. The Learning Pathways are available to view on our website in the Curriculum section. Consequently, pupils with ASC have a curriculum that is structured, visual and gives them a schedule to follow describing exactly what is expected of them. PMLD students follow a sensory curriculum, focusing upon 'small steps' learning and individual work with adults who can then observe and record progress. A range of strategies that may include structured teaching and adapted resources supports pupils with Severe Learning Difficulties and they benefit from a curriculum that is differentiated. Classroom environments match pedagogy and are organized to suit individual need, so that a room for pupils with ASC looks and operates very differently from that for PMLD pupils. Learning environments extend beyond the classroom, however. The school has designated calming spaces in order to support pupils who may need to regulate their anxiety or distress. There is a strong recovery ethos for children in crisis; personalised learning and calming spaces are available. Trinity also has an additionally resourced provision known as the Living and Learning Centre (LLC) for 22 plus students whose needs are so complex they require a learning environment significantly different from that offered to other pupils in the school. This specialist provision provides pupils with highly personalised programmes of learning, individual adult support and carefully planned, structured behaviour management. Pupils attending this part of the school have an extended academic year of 48 weeks. Places are allocated by the EHC team.</p> <p>Risk assessments to ensure suitability and safety are carried out to enable pupils to participate in offsite residential visits and trips into the local community.</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>Very occasionally, some pupils at Trinity have access to link lessons at mainstream schools/college, depending on their needs. This may be for the purpose of completing accreditation courses or for the opportunity to engage in social interaction with pupils who do not have SEND. The school has participated in activities with pupils from mainstream schools who do not have SEND and these have included music productions, PE competitions and extended day events. In year 14 some pupils attend a local college to take part in vocational training courses. They are encouraged to spend time with students who do not have SEN during lunch and break times.</p>

<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>Parents are consulted and involved in their child's education during annual review meetings and open evenings. They receive daily updates via class Dojo. Upon admission all parents of pupils who are new to the school receive a home visit from the class teacher and a member of the speech and language therapy team. School nurses attend when appropriate. The school is ambitious to re-engineer its Family Support Service and Centre following the pandemic; a highly skilled member of staff will work with parents both at home and in Trinity to demonstrate strategies and ways of working used in school. Parents will be shown how to adapt such approaches in order to support pupils who may have difficulty coping at home.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>Pupils are consulted in an annual questionnaire the results of which are addressed in the School's Strategic Planning. Questionnaires are differentiated by the Speech and Language Therapy team and by teachers in order for all pupils to be included. Pupils contribute to the Annual Review of their statement and when appropriate they attend the meeting. The voice of each individual pupil is listened to as a central part of <i>best interest</i> decisions-for example, all complex behaviours are interpreted as functional communication and our best endeavours are applied to make them more comfortable as soon as possible. This aids their readiness for learning.</p>

How do we assess and review pupils' progress towards their outcomes?

Intended outcomes for Trinity students are shaped in their EHC Plans and the objectives drive teaching and learning. Person-Centred Objectives (Engagement Pathways) or Personalised Learning Objectives (Subject-Specific pathways) are updated, reported and tracked termly. Assessment is supported by progression tools written by Trinity School, designed specifically to meet all needs and include all pupils; we also make reference to national pre-Key Stage Standards; and the national early years Development Matters framework.

We measure progress through stages of learning. Progress through the different stages is updated, reported and tracked termly. It is tracked continuously through a tracking system that identifies outstanding, good and some progress via the colours green, yellow and amber. This is done to show progress from starting points.

Managers have regular discussions with teachers in order to review the progress made by pupils. For some pupils with complex needs, PMLD or regressive conditions, writing targets requires teachers to set small steps objectives measured in points rather than stages. Teacher and manager judgement is key in this process and requires professional rigour and accountability. Any necessary interventions are set up, implemented and tracked when deemed appropriate. We hold each other to account via termly tracking and by compiling results in an annual data book that is shared with stakeholders. Parents and young people are involved in this process at Annual Review Meetings and Open Evenings where targets, objectives and progress data are shared.

This also happens when the school delivers its annual report to parents. All objectives are shared with pupils during lessons and feedback is given in appropriate and meaningful plenary activities.

The school is reviewing moderation practice and currently moderates in-phase and cross-phase at work scrutiny; giving teachers opportunities to discuss and agree how they decide where progress is being made against our various progression tools.

The Further Education Centre is our post 16 provision. Pupils are assessed against standards matched very closely to their curriculum and this is tracked and reported in the same way as the rest of the school.

Students are given numerical assessments throughout the school year and these are then collated and analysed at each data drop giving stakeholders the opportunity to understand how well the pupils are achieving and ensure interventions are timely and make impact.

Pupils are baseline assessed when they enter the FEC.



<p>How do we support pupils moving between different phases of education?</p>	<p>The school defines its curriculum intent at each phase of transition, supporting continuity and progression from Primary to Secondary to the FEC. There is a different focus on transition needs at each phase, so for Primary, the focus is on settling into school life; for Secondary there is a focus on developing and growing through puberty towards adulthood; and in the Further Education Centre, the focus is on transition to adulthood. Each phase has its own focus on developing independence. Each phase of the school has a very specific focus to teaching and learning that is always centred upon progress and achievement. (Please see the Phase Curriculum Intents.) For pupils at Trinity, it is essential that all teaching is differentiated and based upon well-matched pedagogy. Some students require a very personalised approach to transition to help them understand change at their own pace-as the end of year approaches, Phase teams will organise transition visits to the new phase and explain to families how this will work.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>The school supports pupils preparing for adulthood by delivering a curriculum that acknowledges not only statutory requirements but also focuses upon certain key elements. It believes that all pupils, irrespective of need, should leave Trinity with the ability to demonstrate some communication skills and some independence. The very severe and complex needs of pupils do not prevent them from achieving such within the parameters of their special educational need. The teaching of personal and social development and life skills take place from the nursery onwards. Pupils follow various programmes of personal, social, health and economic education. They receive sex and relationships lessons that are always adapted for need and modified to make them age appropriate. British values of tolerance, equality, respect and fairness are integral to all teaching and learning. When pupils transition from year 11 into year 12 they join the Further Education Centre where teaching and learning is based upon vocational experiences, independent living and communication. All pupils participate in highly differentiated work experience at both Key Stage 4 and 5. Some pupils participate in the Duke of Edinburgh Award Scheme and the majority will at some time during their school life take part in sporting competitions that teach many of the skills they will need to exhibit as adults joining a world outside of a special needs setting. A senior manager leads transition reviews and when it is time for pupils to leave the school then teachers, assistants and local authority services support them to make the next step into adult life. The school works closely with parents and local services to find the most appropriate and meaningful placement.</p>

How do we support pupils with SEND to improve their mental health and emotional and social development?

Each student has a personalised approach to supporting their learning and development through their person-centred objectives. We encourage full attendance at school and behaviour plans are bespoke, taking into account personal regulation needs. Therapeutic approaches such as SALT/Sensory integration/Physio/OT help children and young people to regulate and feel comfortable. Music, PE, Horticulture and Process Art are key curriculum areas which support wellbeing. Food technology and catering enable healthy relationships with food which in turn support mental health, emotional and social development. All subject areas are well-differentiated to make learning as meaningful as possible, which supports wellbeing. All pupils attend PSE lessons and weekly assemblies, which address a range of issues that support emotional and social development. Many pupils have emotional and social problems arising from anxiety and stress. In order to show them how to regulate their emotional behaviour teachers employ a variety of activities. These range from classroom based sensory adaptations to the lesson to periods of time spent in calming environments. A member of the Speech and Language Therapy team is a qualified therapist for Sensory Integration and the school has a specific room used for the purpose of intensive sessions. We celebrate the achievement of all pupils through a range of rewards and promote self-esteem at events such as the school's annual prize giving, sports' competitions and musical presentations. The school is also part of the Jack Petchey Award Scheme.

The school rigorously monitors for incidents of bullying or racist behaviour and data indicates very low incidence rate. Logs are kept for this purpose and incidents reported to the local authority. Bullying is very rare at Trinity but staff recognise it could happen and strategies are described in the Behaviour Policy. The curriculum focus on Personal, Social and Emotional development helps to alleviate unkindness. Trinity has rigorous safeguarding procedures that ensure all pupils are safe and well cared for at all times.

<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>All staff receive a planned programme of training that is designed to provide expertise in meeting the needs of pupils. The school delivers training courses in 2 specific pedagogies: Autistic Spectrum Condition, Profound and Complex Learning Difficulties. The school provides an induction programme for new staff that includes safeguarding, health and safety, delivering communication strategies and preventing crisis behaviour through accredited Team Teach training. Trainee teachers and instructors are supported by a network of middle leaders and peer coaching through Teaching Squares aids the development of all teaching staff. Trinity delivers training throughout the school year that enables staff to support pupils with the most complex medical needs. The school offers teacher training and National Professional Qualifications (NPQs) to support leadership training and succession with a view to teaching and leadership in special schools. Training is integral to the work of the school and the determination to provide an outstanding provision is at the centre of professional development.</p>
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<p>How will we secure specialist expertise?</p>	<p><b>Internal specialists include:</b>  Teachers specialising in SEND pedagogy for PMLD/SLD or ASC and complex behaviours  Specialist Designated Safeguarding leads  Specialist Teaching assistants for complex medical needs  Specialist Keyworkers for complex behaviour support  Speech and Language Therapists  Sensory integration Therapist  Part time Occupational Therapist  Attention Autism trainer  Team Teach trainers  Swimming team</p> <p><b>External Specialists include:</b>  Specialist nursing team  Physiotherapist  Paediatrician  CAMHS  Teacher for the Visually and Hearing Impaired  Teacher for Multisensory Impairments</p> <p>We secure specialist provision with well-focused Strategic Planning based on an analysis of our children’s needs and prudent and imaginative budgeting. This allows for excellent evidence-based interventions, such as our successful consultancy model of Speech and Language Therapy, well as Planning for Progress support for teachers via Phase management teams. Where specialisms are not available as part of our usual offer, we seek the expertise we need externally.</p>
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<p>How will we secure equipment and facilities to support pupils with SEN? What facilities do you provide to help pupils with a disability access the school?</p>	<p>Trinity provides a range of specialist equipment to support pupils. Placement costs reflect this. This includes the provision of physiotherapy equipment, specialist seating, sport apparatus and sensory equipment for the provision of multi-sensory teaching and sensory integration. Specialist hoisting, showering, changing and toileting facilities are available. Ramped access is available. Accommodation is mostly on the ground floor through wide corridors and doors to support wheelchair access. Classrooms are structured and furnished with specialist equipment. Augmented communication equipment/specialist feeding equipment is provided on the basis of clinical judgement of Speech and Language Therapists. Visual structure aids understanding. A hydro and swimming pool is well-maintained to support physical and emotional development. Personalised learning spaces and calming rooms are offered as necessary. Travel access via local authority and school buses with wheelchair lifts is offered for journeys to and from school and school trips. Any unmet needs are identified through discussions such as Pupil Progress meetings or EHC reviews. These are funded via phase or specialist equipment budgets or the strategic plan.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The school works closely with a number of organisations in order to meet the needs of pupils. Children's Services provides support through the Early Help team, social workers, family support teams and the Children's Disability Team. The school has a team of 3 speech and language therapists. The NELFT specialist nursing team is based at the school for part of the week. The school is also supported by paediatrician, physiotherapist, occupational therapist, dietician and experts in dysphagia. The local authority provides colleagues who support families in the provision of Education and Health Plans. The school works with Adult Social Care on transition for pupils from Trinity to an adult provision. The school uses the services of CAMHS (Child and Adolescent Mental health Services) and has access to the support of educational psychologists. We are well supported by the governing body, which receives advice, and training from the local authority.</p>

<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>Trinity employs a system of quality assurance in order to evaluate its SEND provision. We provide termly updates to the Governing Body who offer challenge and partnership. The quality of teaching and learning is assessed through clear cycles of lesson observations linked to appraisal targets and performance management. It grades all lessons and provides teachers and teaching assistants with clear and developmental feedback. Lessons that require improvement or are inadequate are re-assessed following advice. All teachers are expected to provide teaching that is good or better and the majority are outstanding. The school employs the services of consultants/Local Authority officers in order to appraise its work against Ofsted standards and grades itself in its School Self Evaluation. Our assessment and data which is described above, enables the school to evaluate the effectiveness of its provision.</p>
<p>The steps we have taken to prevent pupils with a disability from being treated less favourably than other pupils.</p>	<p>All children and young people at Trinity School have complex needs. Our school vision is to <b>include everyone in meaningful and safeguarded life</b> and this principle drives our inclusive curriculum and our safeguarding, behaviour and attendance systems so that no child is left behind. Staff are well-trained in inclusive practice and leaders are focused on using resources to bring about the best outcomes for students. Robust pupil progress meetings and progress tracking/monitoring processes support the school's ambition for outstanding outcomes for all. The behaviour structures focus on what the behaviour is telling us and the pupil's urgent recovery is paramount. The school's Behaviour Policy and its approach to suspensions and exclusions is published on the school's website. The school publishes its Complaints policy and procedure on its website so that if a family has a concern that their child is being treated less favourably, they can have confidence that the school will investigate and respond.</p> <p>The school's funding and Strategic plan focus on giving the children the best we can.</p> <p>The Governing Body have oversight of the strategic plan, budget, complaints, safeguarding, attendance, behaviour, suspensions and progress data and offer challenge and support as necessary.</p>
<p>How do we handle complaints from parents of children with SEND about provision made at the school?</p>	<p>The Headteacher addresses all complaints from parents of children at the school and when necessary refers to the governing body. The school has a complaints procedure and policy, which is followed closely. The Headteacher's contact details are available from the school office and the school website.</p>

<p>Who can young people and families contact if they have concerns?</p>	<p>Young people can contact members of staff if they have concerns -staff will act as advocates to support children and young people to communicate, referring to Speech and Language Therapists as necessary; and parents can contact teachers in the first instance. If concerns are not addressed to the family's satisfaction they may then contact the Headteacher. If a family wishes then to make a formal complaint this is made to the Headteacher unless it is regarding the Head when it will be referred to the Chair of the Board of Governors or the Local Authority. Contact details are available from the school office and the school website.</p>
<p>What anti-bullying measures do you have in place?</p>	<p>Bullying is very rare at Trinity but staff recognise it could happen and strategies are described in the Behaviour Policy. The curriculum focus on Personal, Social and Emotional development helps to alleviate unkindness.</p>
<p>What support services are available to parents?</p>	<p>The school is currently reviewing its Family Support Service and Extended School offer following the pandemic. Parents are invited to Parent Forum meetings and Parent training held at the school that address a range issues including how to support pupils with feeding, sleeping, emotional and sexual development and holiday activities. The Parents' Forum is organised and operated by the parents themselves and has access to advice from the school. Parents are welcomed into the school for review and EHC meetings, transition meetings, open evenings, multi-disciplinary meetings and pupil medicals. The school will always be open to providing any training or support a family may need.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>The Local Authority's local offer can be found on line under the <a href="https://www.lbbd.gov.uk">Local offer   London Borough of Barking and Dagenham (lbbd.gov.uk)</a></p> <p>Trinity School has contributed to this offer as demonstrated as above. It also provides training and expertise to other schools and Additionally Resourced Provisions (ARPs) in the authority and has worked closely with SEND provision in the authority to share excellent practice and expertise.</p>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions